

The Lead4Change program aligns seamlessly with the **Six Gifted Education Programming Standards.***

LEARNING AND DEVELOPMENT

The curriculum is intentionally designed to promote self-understanding, awareness of needs and cognitive and affective growth (Standard 1). In lessons like **Be Your Best Self** and **Be an Avid Learner**, students are encouraged to identify their interests, strengths and gifts (1.1) while engaging in meaningful and challenging learning activities (1.6). See the table on the next page for specific standards alignment for each individual lesson.

ASSESSMENT

Lead4Change also offers many opportunities for formal and informal assessment throughout the program (Standard 2). The Leadership Survey, administered before and after Lead4Change, allows students to demonstrate important learning progress (2.5) as a result of participation in the program.

CURRICULUM & INSTRUCTION

The Lead4Change curriculum is grounded in research-based models for learning and instruction (Standard 2). Throughout the program, students become more competent across many dimensions of learning (3.2) and their participation in a service project teaches students to be productive in a multicultural, diverse and global society (3.5).

LEARNING ENVIRONMENTS

Because Lead4Change is a leadership program that engages students in a group service project of their choosing, social responsibility and leadership skills are a natural result of participation (Standard 4). Throughout the project, students have multiple opportunities to establish positive peer relationships (4.3), use positive strategies to address social issues (4.4) and practice effective oral and written communication skills (4.5).

PROGRAMMING

Lead4Change is a comprehensive program that is systematically developed, evaluated and refined to ensure student outcomes (Standard 5). The project is intentionally designed to be collaborative and as students learn the power of bringing people with you, they consistently engage with families, the community and staff at the school (5.3). In addition, students have the opportunity throughout the program to identify skills they can apply to reach future career goals (5.7).

PROFESSIONAL DEVELOPMENT

Teachers involved with Lead4Change are provided many opportunities for development as educators (Standard 6). Lead4Change offers extensive support to teachers including alignment guides to national standards and encourages lifelong learning for both students and teachers (6.3).

Lead4Change is a high-quality, research-based program that has shown measurable student outcomes. With the many opportunities to engage in challenging curriculum that promotes the overall growth of students, it is an excellent choice for teachers of gifted children to supplement any academic program.

*<https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12>
© 2019 The Foundation for Impact on Literacy and Learning, Inc.

ALIGNMENT TO STANDARD 1: LEARNING AND DEVELOPMENT

STUDENT OUTCOMES	CORRESPONDING LEAD4CHANGE LESSONS
<p>1.1 Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>	<p>1 BE YOUR BEST SELF 3 BE AN AVID LEARNER 6 CREATE A TEAM STRUCTURE AND CULTURE 10 MEASURE PROJECT OUTCOMES AND OVERCOME BARRIERS TO SUCCESS</p>
<p>1.2 Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p>	<p>4 AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS 7 YOU HAVE TO BELIEVE IT CAN BE DONE 10 MEASURE PROJECT OUTCOMES AND OVERCOME BARRIERS TO SUCCESS 11 THE CHANGE IS NEVER OVER</p>
<p>1.3 Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p>	<p>2 UNLEASH THE POWER OF PEOPLE 6 CREATE A TEAM STRUCTURE AND CULTURE 9 MARKET AND BE THE CHANGE 11 THE CHANGE IS NEVER OVER</p>
<p>1.4 Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p>	<p>2 UNLEASH THE POWER OF PEOPLE 3 BE AN AVID LEARNER 4 AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS</p>
<p>1.5 Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.</p>	<p>8 PERSONALIZE YOUR VISION 9 MARKET AND BE THE CHANGE 12 SHARE YOUR STORY</p>
<p>1.6 Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	<p>3 BE AN AVID LEARNER 5 TELL IT LIKE IT IS 10 MEASURE PROJECT OUTCOMES AND OVERCOME BARRIERS TO SUCCESS</p>
<p>1.7 Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p>	<p>4 AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS 8 PERSONALIZE YOUR VISION</p>
<p>1.8 Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p>	<p>4 AN INSIGHT-DRIVEN APPROACH TO LEADING PEOPLE AND ACHIEVING BIG GOALS 11 THE CHANGE IS NEVER OVER</p>